

**THE INFLUENCE OF USING WEB BLOG TOWARDS STUDENTS'
WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE TENTH GRADE AT SMA AL KAUTSAR BANDAR
LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

By:

KARTIKA APRILA ULFA

NPM.1611040043



**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN**

LAMPUNG

2020

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LAMPUNG**

2020

ABSTRACT

THE INFLUENCE OF USING WEB BLOG TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMA AL KAUTSAR BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

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Writing is one of the most difficult subject to the students. Web blog are an ideal resource for the teaching of writing. Web blog is types of website. Web blog can be used as a journal to reflect a topic, for writing practice or as free-form templates for personal expression. Web blog as a part of social media in the work can used as a media in teaching writing. As a social media, web blog can build students interest to learn English and can improve students' ability in writing descriptive text. The purpose of the research is to know whether there is an influence of using a web blog towards students' writing ability in descriptive text at the first semester of the tenth grade at SMA Al Kautsar Bandar Lampung in the academic year of 2020/2021.

The research was conducted by using pre experimental design, type the one group pretest-posttest. The population of this research was the tenth grade of SMA Al Kautsar Bandar Lampung. The researcher took the sample by using cluster random sampling, the sample was X IPS 1 as an experimental class, consist of 36 students. To collect the data, the researcher used a writing test as an instrument. There was a pre-test that was held before the researcher gave treatment to the experimental class and a post-test which was held afterward. To make the data analysis, the researcher analyzed the data by using paired sample test formula.

From the data analysis, the hypothetical test was obtained the result of t_{observed} was 16.783 and t_{table} was 2.030. It means t_{observed} is higher than the t_{table} shown by $16.783 \geq 2.030$. This result means there is an influence of using web blog towards students' writing ability in descriptive text at the first semester of the tenth grade at SMA Al Kautsar Bandar Lampung in the academic year of 2020/2021.

Keywords: *Experimental Design, Student's Writing Ability, Web Blog*



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A thesis entitled: **THE INFLUENCE OF USING WEB BLOG TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE TENTH GRADE AT SMA AL KAUTSAR BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**, by: **KARTIKA APRILA ULFA**, NPM: 1611040043, Study Program: English Education, was tested and defended in the examination session held on: **Wednesday, December 16th 2020.**

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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Web Blog Toward Students’ Writing Ability in Descriptive Text at the First Semester of the Tenth Grade at SMA Al Kautsar Bandar Lampung in the Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung, 2020
The Researcher,

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ١

” Nun, By the pen and by the (record) which (men) write.”

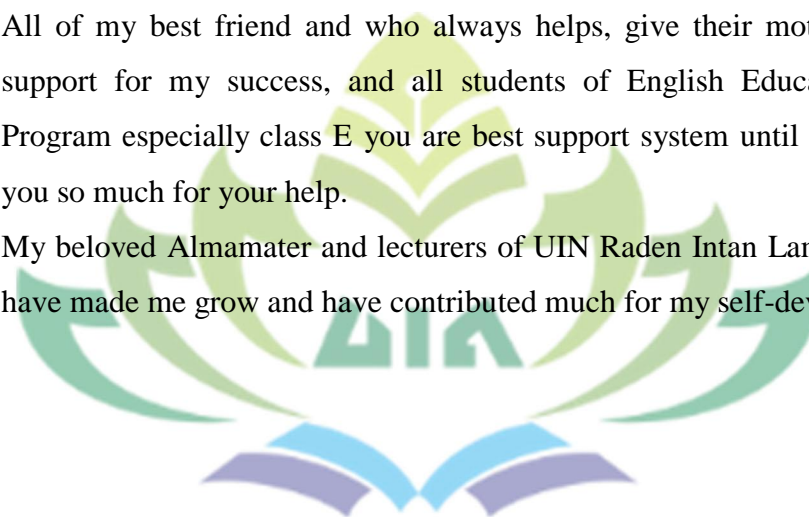
(Q.S. Al-Qalam: 1)



DEDICATION

All praise to Allah for his abundant blessing to me, and from my deep heart and great love, this thesis is dedicated to:

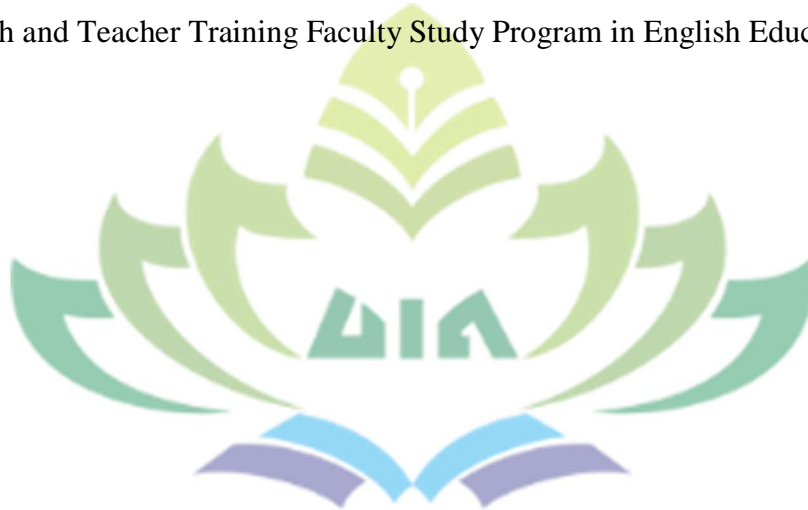
1. My beloved parents, Mr. Bejo Utomo and Mrs. Siti Marfuah who always pray for my success and give me motivation and support to study hard until now. I love them so much, Allah blesses you mom and dad.
2. My beloved sister Umi Masy'amah who always support and advice, motivate and pray for me.
3. My beloved friend Aprinaldi, thanks for your support, always teaches me how to keep my spirit.
4. All of my best friend and who always helps, give their motivation and support for my success, and all students of English Education Study Program especially class E you are best support system until now. Thank you so much for your help.
5. My beloved Almamater and lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for my self-development.



CURRICULUM VITAE

The name of the researcher is Kartika Aprila Ulfa. She was born on April 21nd 1998 in OKU Timur, South Sumatera. She is the first child of two children of a lovely couple Mr. Bejo Utomo and Mrs. Siti Marfuah. She has one sister namely Umi Masy'amah.

The researcher began her study in Kindergarten at TK Imam Bonjol Gumawang. Afterward, she continued Elementary School at SDN 1 Tepung Sari in 2004 and finished in 2010. After that, she continued her study at Junior High School at SMPN 1 Belitang and finished in 2013. Then, she continued her study at Senior High School at SMAN 1 Belitang and finished at 2016. In the same year, she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education.



ACKNOWLEDGEMENT

First of all, all praise is to Allah SWT, the Most Merciful, and the Most Beneficent for His Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation maybe upon to the great messenger Prophet Muhammad SAW, who always brings us from the stupidity to the cleverness.

This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, 2020
The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of the skills in English. Writing English for a foreign learner is difficult even for students. As the writer experience, in speaking people can ignore the grammatical aspect, but not in writing, people must select the appropriate grammar and vocabulary to arrange the words. Some of the problems faced by students that they are still confusing about using grammar because there is a different systematic rule in Indonesian Language Writing. According to Gillie writing is offer a powerful avenue towards finding out what one thinks, feels, know, understands and remembers.¹ Writing is a way someone pouring mind paper to recall what has he knows. When writing becomes a hobby then a person with feelings and thoughts they poured everything into writing that later can be a work of art.

Writing is lettering and the grouser's concept of writings as spelling, grammar, and syntax are both linked to the technology of text, it is language made visible and thus defines itself by what is seen on the page, statements are defined according to Cathleen.² Writing is an action that is pouring into the form of a text which defines one's mind. In the writing process, we always involve thinking

¹ Gillie Bolton, Victoria Field, Kate Thompson, *Writing Works* (London: Jessica Kingsley Publisher, 2006), p.13.

² Michael Carter, *Where Writing Begins A Postmodern Reconstruction* (Carbondale: Southern Illinois University Press, 2003), p.102.

skills and creative skills. Good writing is not always easy and maybe a challenge even for the best students.

Somehow in the real situation, we know that the portion of writing in the learning and teaching process in some schools is little and also the students feel difficult to express their ideas or opinion in written form. According to Heaton, writing skills are more complex and difficult to teach requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.³ It can be concluded that there are many problems in writing such as the students feel difficult to develop their ideas or opinion in written form, then the students are not only less of knowledge about grammatical and vocabulary but also conceptual and assessment in writing.

Based on the preliminary research that the researcher interviewed Mr. Taufik Hidayat, he said that the students' expression of self-introduction writing ability is still low and the students had low motivation during the teaching and learning process. Teachers tried to use effective media to teach writing, but with media that used to do not have an influence on students to write skills. The average student writing ability is still weak in writing because the mastery of vocabulary and grammar is still lacking. In doing preliminary research the researcher got the data of writing score. It can describe in Table 1 below.

³J.B. Heaton, *Writing English Language Test* (London: Longman. Group Ltd, 1975), p.135

Table 1
Students' Writing Score in the Tenth Grade of SMA Al-Kautsar in the Academic Year of 2020/2021

| No | Class | Students' Score | | Number of Student |
|-------------------|---------|-----------------|--------------|-------------------|
| | | <75 | ≥75 | |
| 1 | X IPA 1 | 17 | 15 | 32 |
| 2 | X IPA 2 | 13 | 19 | 32 |
| 3 | X IPA 3 | 19 | 15 | 34 |
| 4 | X IPA 4 | 20 | 16 | 36 |
| 5 | X IPA 5 | 19 | 17 | 36 |
| 6 | X IPA 6 | 18 | 17 | 35 |
| 7 | X IPA 7 | 19 | 17 | 36 |
| 8 | X IPS 1 | 18 | 15 | 33 |
| 9 | X IPS 2 | 21 | 14 | 35 |
| 10 | X IPS 3 | 19 | 16 | 35 |
| Total | | 183 | 161 | 344 |
| Percentage | | 53.2% | 46.8% | 100% |

Source: the data from English Teacher of SMA AL KAUTSAR Bandar Lampung

From the data above, many students got under the minimum score. Standard score or the criteria of minimum mastery (KKM) score of English subject at that school is 75.⁴ There are 344 students in all classes. From the table, there are 183 students got a score under 75 and 161 students got to score more than 75. It means that the students who got difficulty in writing expression of self-introduction were 53.2%.

Based on the result of a student's interview, the researcher also found some factors of the students' problems in learning English, especially writing

⁴Mr. Taufik Hidayat, *Interview an English Teacher*, SMA Al Kautsar Bandar Lampung, April 10th, 2020. Unpublished

expression of self-introduction. The problem caused by the difficulty of expressing ideas in writing.⁵ It is caused they are difficult to choose the appropriate vocabulary for their writing.⁶ Then the sentences which the students have produced are not well organized because of grammatical mistakes.⁷ In addition to the writing skills of students who are still considered low, students also have low motivation and are not interest in doing assignments during the teaching and learning process because writing activities are not interesting. Meanwhile, students need a lot of time to think about what they will write. They need interesting media to attract them to writing activities.

The media is one of the important components in the teaching and learning process especially for beginners.⁸ Therefore, the use of media is highly recommended, so that teachers and students will increase student learning interest. Media can be divided into three main criteria. They are visual, audio and audiovisual media. Technological developments have a contribution to the development of the media. One of the media that can be use is Web Blog. Web Blog is a visual media that can make the students interesting in the learning process.⁹ This blog usually uses as a discussion between students and students or between students and teachers. Here, students can be encourage to develop more in writing about themes touch in class. According to As'ad web blog is a

⁵Andrian Nicolas Noya, *Interview to the Student*, SMA Al Kautsar Bandar Lampung, April 10th, 2019.Unpublished

⁶Ferrel Fawwaz Alfatih, *Interview to the Student*, SMA Al Kautsar Bandar Lampung, April 10th, 2019.Unpublished

⁷Nadya Rahma Putri, *Interview to the Student*, SMA Al Kautsar Bandar Lampung, April 10th, 2019.Unpublished.

⁸ Bambang Setiyadi, *Teaching Language Skill: Preparing Materials and Selecting Technique* (Yogyakarta: Graha Ilmu, 2018), p.126.

⁹ Blood in Zaini Amir, "Blogs in Language Learning: Maximizing Students' Collaborative Writing". *Social and Behavioral Science*, No.18 (2011), p.538.

combination from Web and Log, or now more popular is called a blog or blogging.¹⁰ A web blog is a web that provides a feature to write and also provide space to exchange comments and correction in the form of grammatical error. A blog (short for weblog) is a frequently updated website that often resembles an online journal.¹¹

According to Myra Barrs Blogs can use in various ways, such as students using blogs for online magazines with a wider audience.¹² Many schools use blogs as a way to develop students' writing skills in digital writing. They can use as work blogs, how to dialogue with students, and sometimes including personal journal space for individuals. Many schools use this blog as a place to express students' work as their scientific works so that they can access and read through the internet by others when opening a web blog.

Based on the previous research by Muhammad Fahreza that the result is used a web blog any significant improvement on students writing skills after being teach by using a web blog or not.¹³ However, here the researcher make the web blog as a media could be the favorite place of the students to tell the descriptive text because now many students interest to describe about self and they can share through blogs. The researcher expects give motivation to students more opportunities to express their opinions and feeling. In this process of learning to

¹⁰ As'ad in Muhammad Fahreza, "The Use of Web blog in Improving Students Writing Skill". Research in English and Education, No.2 (2017), p.18.

¹¹ Stanley in Gurleen Ahluwalia, "The Use of Blogs in English Language Learning: A study of students perceptions". No.2 (2011), p.30.

¹² Myra Barrs and Sarah Horrocks, *Educational Blogs and Their Effects on Pupils' Writing* (London: Caritas Data, 2010), p.3.

¹³ Muhammad Fahreza, Zulfadli A Aziz, Nurul Inayah, "The Use Web Blog in Improving Students Writing Skill". Research in English and Education, No.2 (2017), p.21.

use a web blog, the researcher look for the influence of the web blog on students' writing ability, after teaching and learning English using a web blog.

The learning media contribute to the teaching and learning process. Based on the previous research Akhid Lutfian that the result is it can stimulate students' ideas to develop their writing.¹⁴ Here media blog is only to develop the ability of students in writing. Therefore, the researcher try to create students' fun and enjoy when writing on web blog with more specific topics that will make it easier to develop their skills and ideas.

Based on previous research Hsin-Yi Cyndi Huang that Blogging offers student learners a creative and communicative platform to present themselves in a meaningful and authentic way while interacting with each other.¹⁵ Blogs offer an alternative to channel creative students to publish in social media. Through the blog of the students will race his best showcase to get the users' appreciation of social media. The students can use the best content to existing in blog to writings themes.

The use of this web blog will try to follow what is becoming a trend in the modern era. When almost all students have a Smartphone that supports them to access the internet, then there is a chance to take advantage of the use of the internet. When using a blog the teachers will further control the grammar and

¹⁴ Akhid Lutfian, "Improving Students Writing Skill Through English Web Blog Among Year X Students of SMAN 7 Purworejo in the Academic". (Disertasi Program Pendidikan Bahasa Inggris Yogyakarta State University, 2011), p.3.

¹⁵ Hsin-Yi Cyndi Huang, "Students and the Teachers Perceptions on Incorporating the Blog Task and Peer Feedback into EFL Writing Classes Through Blogs". *Canadian Center of Science and Education*. Vol. 9 NO. 11 (2016), p. 44.

spelling that use students to write. Another important feature of a blog is its easiness to update the content at any time students want.

The media is a tool that supports the learning process mainly subjects English in the globalization era. In creating the interactive class to need innovation method, technique, and media, they are can develop the English skills of students. Based on the background above, the researcher's interest in discussing this case under the title "The Influence of Using Web Blog towards Students' Writing Ability in Descriptive Text At First Semester of The Tenth Grade At SMA Al Kautsar Bandar Lampung In The Academic Year of 2020/2021".

B. Identification of the problem

Based on the background of the study about the influence of using web blog towards students' writing ability in Descriptive Text, the researcher identifies some conditions that promote the research problem such as:

1. The students was low motivation during teaching and learning writing process such as feel uninterested, averse, and even bored with the common writing activity so that, the teacher needs to find new interesting media to teach writing.
2. The students writing ability was still weak in writing because the mastery of vocabulary still lacking.
3. The students produce were not well organize because of grammatical mistakes.

4. The students did not have many opportunities to share their ideas or opinions when discuss and learning English especially to their writing.

C. Limitation of the problem

In this research, the researcher focus on use of web blog towards students writing ability, especially in descriptive text.

D. Formulation of the problem

Based on the background, to make the study easier to be understanding, the researcher would like to formulate the problem as follow: is there any significant influence of using a web blog towards students' writing ability in descriptive text?

E. Objective of the research

The objective of the research is to know whether there is the significant influence of using a web blog towards students' writing ability in expression of self-introduction and to know the influence of using web blog towards students writing ability in descriptive text.

F. Uses of the research

1. The result of the research expected to use support the theory which explain in the next chapter about increasing students' writing ability through using Web Blog.
2. The result of the research may become new information for English teacher about how to increase students' ability in writing by using Web Blog.

G. Scope of the research

1. Subject of the research

The subject of this research was the students at the first semester of the tenth grade of SMA AL KAUTSAR Bandar Lampung.

2. The object of this research

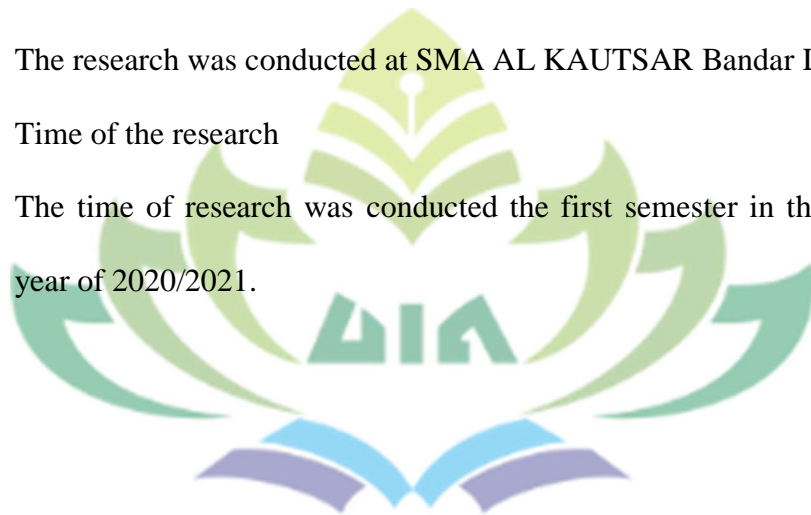
The object of the research was the use of Web Blog and Students' writing.

3. Place of the research

The research was conducted at SMA AL KAUTSAR Bandar Lampung.

4. Time of the research

The time of research was conducted the first semester in the academic year of 2020/2021.



CHAPTER II

LITERATURE REVIEW

A. Concept of Writing

a. Definition of Writing

Writing is one of the four language skills: reading, writing, listening and speaking. According to Harmer writing is a way to give off language and express ideas, feelings, and opinions through lettering.¹⁶ Therefore requires special skills because writing is a complex skill. Students need to think hard to produce words or phrases to be a paragraph that is accurate with a language that is easy to understand. The students also must master all aspects, components and expand the practice of writing, if they want to become a good writer. Harmer said that when writing students frequently have more time to think than they do in the oral activity. They can go through what they know in their mind and even consult dictionaries, grammar books, or order reference mastery to help them.¹⁷ It means that the students must have more references because it can help them to support their ideas or feelings in written form. Therefore, it makes the reader interest to read their written text.

Writing is one of the skills in English. Writing English for a foreign learner is difficult even for college students. As the researcher experience, in speaking people can ignore the grammatical aspect, but not in writing, people must select the appropriate grammar and vocabulary to arrange the words. According to James “writing as thinking”, which leads to a focus on teaching

¹⁶ Jeremy Harmer, *How to Teach Writing* (London: Pearson Education Limited, 2004), p.31.

¹⁷*Ibid.*

students how to think.¹⁸ When students pour her thoughts in writing is not an easy thing. With the skills they have, they should be able to think critically to make writing a topic that suits include all existing components. It means that writing is an activity that uses thought, mind, and feeling based on what we want to write. The language skills must be learning and more practice especially in the writing of language.

According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge.¹⁹ As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and researcher knowledge or experience. From experience, the researcher can retell the evil he has experience in writing form that can be publishing. The grammar used in pouring the contents of the mind into writing form greatly affects the quality of the writing. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.²⁰ It means that writing can express ideas feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others.

Based on the definitions about writing above, it can be concluded that writing is a way of expressing ideas, feelings and thoughts arrange in words, sentences, and paragraphs to build his views on a topic. Writing is an ability that can be developing into a work that can enjoy by the general audience. Writing is

¹⁸ James William, *Preparing to Teach Writing* (London: Lawrence Erlbaum Associates, 2003), p. 43.

¹⁹ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3.

²⁰ Ken Hyland, *Op.Cit.* p.9.

one of the language skills besides speaking, listening and reading. It means writing is used to communicate or express our ideas, think, and feel indirectly to others as readers.

b. Writing Process

This process certainly is effective by the stage of writing. As Harmer states that there are some processes of writing, such as:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say.

2. Drafting

We can refer to the first version of a piece of writing as a draft.

3. Editing (reflecting and revising)

One writer has produced a draft they then, usually read through what they have written to see where it works and where it does not.

4. Final Version

Once writers have to editing their draft, making the changes they consider to be necessary, they produce their final version.²¹

Based on the explanation, the researcher concludes that writing is an activity that has several steps because in having a good writing there are some processes they are called a writing process. The writing process are planning, drafting, editing, and final version.

²¹Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.4-5.

c. Teaching Writing

Writing is one of the language skills in English that should be required by the students. In other words, the role of the teacher is very important to help the students to master the writing skill. According to Praveen and Patel in the beginning the teacher must teach everything by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduce the visual image that get while reading. The teaching of print script is profitable also because it give less strain to the muscles because effort is not to be made to join letters.²² Therefore, the teacher must give explanation about how the grammar and the example for the student so the student can easily to practice writing.

According to Beth, writing begins with a passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers can not sustain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart.²³ Likewise, the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our idea to write. According to Harmer, he says that by far the most important reason for teaching writing of course is that a basic of language skills.²⁴ The process of

²²M. Jain. Praveen and Patel, *English Languange Teaching (Methods, Tool and Technique)*, (Rajpur: Sunrise Publishers and Distributors, 2008), p.126

²³BethLindy and Means, *Teaching Writing in Middle School (Tips, Trick and Technique)*, (California: Greenwood Publisher, 1998), p.21

²⁴ Jeremy Harmer, *The Practice Of English Teaching*, (Edinburgh Gate: Longman, 2007), p.23.

teaching Harmers also says that in teaching writing, first students write a composition in the classroom which the teacher correct and hands back the next day cover in red ink. Before getting students to write we can encourage them to think about what they are going to write by planning the content and sequence of what they will put down on paper. Based on that statement, the researcher assumes that teaching writing is started from the easiest one so the student is easier to understand. Then the students have to know what he or she likes to write.

d. Types of Writing

Douglas Brown said that the genre of writing there are:

a. Academic writing

The academic writing including papers and general subject report essay, composition academically, focus journals, shorts answer test response, technical report, theses, and dissertations.

b. Job related writing

Job related writing includes the message, letters/emails, memos, reports, schedules, labels, advertisements, announcements, and manuals.

c. Personal writing

Personal writing includes letters, emails, greeting cards, invitation message.

Types of writing according to Douglas Brown there are:

a. Imitative

To produce written language the learner must attain skill in the fundamental, basic task of writing letters, words, punctuation and very brief sentences.

b. Intensive (controlled)

Beyond the fundamental of imitative writing skill in producing appropriate vocabulary within context collocations and idioms and correct grammatical features up to the length of sentence.

c. Responsive

Here assessment tasks require learners to perform at the limit discourse level, connecting sentences into a paragraph and creating a logically connect sequence of two or three paragraphs.

d. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for purposes, up to the length of an essay, a term paper, a major research project report or even a thesis.

Based on the type or genre of writing, concluded that based on the above statement that writing the text says included in the responsive, because in this type of responsive students connecting sentence into a paragraph and creating a logical connecting sequences two or three paragraphs.

B. Concept of Online Learning

This learning is usually done face to face but the process of learning could also be done by online depending on the conditions. Meanwhile, Carliner states that defined online learning as educational material that is presented via a computer.²⁵ Online learning is education that takes place over the internet. It is referred to as “e-learning” among other terms. In addition, online learning is just one type of distance learning. As we know that there are many web or application that we can use for online learning such as Whatsapp, Google Classroom, Google Meet, Zoom, Weblog, Facebook and others.

a. Advantages of Online Learning

Online learning is learning process that utilizes the internet and digital media in the delivery of the material. Online learning is considered a boon due to the reasons given below:²⁶

1. Accessibility

Online learning provides accessibility because a student can learn from anywhere in the world. No matter where the student lives and what they want to learn. Student learning options are not limited by their geographical location.

²⁵ S, Carliner. *An Overview online learning* (2nd ed) (Armherst, MA: Human Resource Development Press, 2004). p. 19

²⁶ Mehra, V. *Teachers' Attitude Towards computer use implications for Emerging Technology Implication in ET*, Journal of Teacher Education and Research, Noida, Vol.2, No.2, December 2007. p.1. <https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

2. Personalized Learning

Online Learning system enables a student to determine and process his or her learning style, content, aim, current knowledge and individual skills. Therefore, person -specific education could be provided through creating individual learning styles. Online learning enables the individual to plan and direct his or her own learning. It has the potential to motivate, develop confidence and self-esteem, and overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience.

3. Develops cognitive abilities

In a study, it was found that online learning might be effective in developing the teacher's cognitive abilities. A student can find unlimited information they can access with just the click of a button. Students can take courses or online learning as it can help to develop cognitive abilities.

4. Cost effectiveness

Online learning is cost effective because less money is spent in travelling and buying books or spending money in college context. Students who want to through this mode need to have access to the necessary computer hardware as well as paying often substantial fees for access to an internet service provider.

5. Promotes research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post the work on the web as examples for current and future students.

6. Basic computer skills

Both on and off campus students who choose to study online have an opportunity to gain technical skills in using information communication technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

7. Equal Opportunity to all

All students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live at far off places where the schools/colleges are at a distant place.

8. Self-Pacing

Due to individual differences, all learners are not able to complete the work assignments at a given time due to which they have to face difficulties. Online learning allows students to work and learn at their own pace without the time restriction. The learner is free to complete the course work according to his own will and he can take as much time as he requires without being termed as slow by the peers.

9. Globalization

Internet connects people all over the globe, therefore, it is vital to experiment with electronic learning situations wherein students share ideas and resources,

access information about current events and historical archives, interact with experts, and use online databases.²⁷

b. Disadvantages of Online Learning

It is well said that technology is a good slave but bad master. Online learning also shows its other not so good as follows:

1. Feeling isolated

Technological advances in the modern era, the social development of a child has taken the back seat. Students remain in touch with their online friends sitting at far off places through whatsapp, Instagram & Facebook, Google Meet, Zoom, Weblog but fail to meet and greet a person sitting just next door to them. This tendency leads to a feeling of isolation.

2. Lack of funds

Points out that technology's downsides include cost, hardware issues, internet problems, production of course materials and worry about availability of funds.

3. Poor accessibility in Remote Areas

Hardware, software and connectivity facilities are pre requisites that enable online teaching and learning. In the absence of anyone of these, Online learning

²⁷ Prof. Indira Dhull & MS. Sakshi. *Online Learning*. Journal Research Paper. E-ISSN No. 2454-9916 Vol: 3 Issue:8 Aug 2017, p.2. .
<https://www.researchgate.net/publication/332833360> accessed on 8th July 2020.

cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have the required equipment feel ill-equipped to use it.²⁸

C. Concept of Zoom

1. Definition of Zoom

Guzacheva said that zoom is a cloud based service which offers meetings and webinars and provides content sharing and video conferencing capability.²⁹ Zoom is one of the new original software based conference room solution. This helps English teachers to direct students in the learning process. Zoom motivates English teachers to annotate their shared screen, making lessons more interactive. It means that zoom is one of media online as many function to help the teacher doing interaction with the students.

According to Fernando Reimers define zoom as a video communications tool with a cloud platform for video and audio conferencing, collaboration, chat, and webinars.³⁰ It can be used across mobile devices, desktops, laptop, and telephones. Its features like chat, screen share, annotate, polling, breakout room, raising the hand, and managing participants lend themselves to creating engaging virtual classrooms and collaborating on projects. English teacher can record their lessons to the cloud or locally, students can also record and turn recording on and off as any times as they like during a lesson, if the teacher enables this features. The

²⁸ *Ibid.* p.3

²⁹ Guzacheva N. "Zoom Technology as an Effective Tool for Distance Learning in Teaching English to Medical Students". Bulletin of Science and Practice. Vol. 6. No. 5 (2020), p.458.

³⁰ Fernando Reimers. "Supporting the Continuation of Teaching and Learning during the COVID-19 Pandemic (Annotated resources for online learning)". Global Education Innovation Initiative (2020), p.33.

teacher can record lessons and watch them again to assess students' strengths and weaknesses and learners can self-assess their skills by watching recorded lessons.

2. Procedures of using Zoom in English Teaching

There are some steps that must be followed by the teacher in thought using Zoom, as follows:³¹

- a. Find a quite well it location. Ensure that the teacher when teaching there is no background noise-fan, washing machines, loud music, etc.
- b. Notify students of Zoom classes or meetings. Let the students know they can access the link through Zoom in LMS.
- c. Establish guidelines and make students aware of your expectations for class.
- d. Record the Zoom class session to the cloud. The audio will automatically be transcribed with machine-based captions.

From those steps, it could combine with the web blog that the researcher used in this research. The researcher helped the students with the web blog and using zoom to make students easier in teaching and learning especially in online learning.

D. Concept of Web Blog

The development of technology has a given impact on human life. One of the impacts of development technology is the development of education.³² The use of

³¹ Rebbecca Taub, "Using Zoom for Remote Teaching". Teaching Learning and Research. (On-line), tersedia di: <https://ithelp.brown.edu/kb/articles/using-zoom-for-remote-teaching> (4 Juli 2020)

learning media in the learning process can build motivation and stimulus in the class and also give the psychology effect to the learners. Therefore, we need the selection of instructional media which match with the material to be taught, because the learning motivation of students in the learning process is one of indication that presenting of information in the learning process success. Many people write in social media for sharing their opinion or idea and also about they feel. Writing a blog about something with the topic interest, it will inspire to write more.

Media play an important role in teaching and learning process. According to Gerlach and Elly propose that medium is any person, material or event that establishes conditions, which enable learners or students to acquire knowledge, skills, and attitudes.³³ Media is a need in the teaching learning process because a teacher can give a new atmosphere in their class so that the students have a big enthusiasm for the teaching learning process, it can also help students master the material that the teacher gives to them. By using the Web blog as a medium in the classroom, it takes appropriate techniques to deliver the media in its use. The uses of guided writing techniques capable of supporting web blog as a media in the learning process in the classroom. Students can write blogs that fit any genre from diary entries to reading journals, from reflective comments to literary analysis and more. Any genre that a student can write with a pen on a piece of paper can also be written online as a blog entry.

³² Myra Barrs and Sarah Horrocks, *Educational Blogs and Their Effect on Pupils' Writing* (London: Caritas Data, 2010), p.8.

³³ Gerlach, V.S., & Ely, D.P. *Teaching & Media: A Systematic Approach* (2nd ed) (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

According to Brand Hill Web blog is a web site. Web sites and weblogs are not different creatures.³⁴ Therefore, that more clearly, a web blog is a types of website. In other word, Brand mention that all Weblogs are Web sites, but not all Web sites are Web blog. Blog is simply a contraction of Weblog.³⁵ A weblog is a type of web site and that all web blog are web site, but not all web sites is web blog. A web blog is different from other Web sites because of specialist software running in the background.

Many people the using of blogs to online diaries to amateur news sites from professional diaries to fiction. Students have taken to blogging and social networking in a big way. These sites become hangout spots for students when they feel bored. They put up pages, write blog entries, post photos, instant message each other, and in other ways have a fine time frolicking in the Internet playground. So, a blog can use as a journal to reflect a topic, for writing practice, or as free-form templates for personal expression.

According to Bloch in Isabela Villas Boas web blogs are an ideal resource for the teaching of writing.³⁶ Because, they are easy to create and maintain, encourage students to be more prolific writers, make writing easier to share, provide opportunities to write outside of class and can use in various ways by the instructor. Combine the process approach to writing with the multimodal features of Internet technology. Web blog is interactive so it allows the students to

³⁴ Brand Hill, *Blogging for Dummies* (Canada: Wiley Publishing, 2006), p. 28.

³⁵ *Ibid*, p.10.

³⁶ Bloch in Isabela Villas Boas, "Process Writing In The Internet: Blog and Ning Networks In The Classroom". *English Teaching Forum*, No.2 (2011), p.28.

communicate quickly and easily with their classmates, their teacher, and even with native speakers of the target language.

Web blog is web publishing software that allows users to create and edit the content of a web page with minimal technical expertise.³⁷ The components of web blog are the post date, category, title, body, trackback, comments, permalink, and footer. Blogs have two main features, the first they give people the choice to edit the blog by adding a text, hyperlinks, pictures, videos, and audio clips, and to comment or respond to the post display. Second, they have robust archival features, blogs and posts that can automatically be an archive, with the public who are allowing to access, search and retrieve content.

Classify the use of web blog into three main types for use in ESL classrooms such as tutor blog, the learner blogs, and the class blogs.³⁸ The tutor blog refers to the blog that is run by a teacher to offer to teach resources, activities, and feedback. The tutor blog is created by the teacher. He can communicate with his students outside the class. The tutor blog represents the gateway for learners to develop their language skills. In addition, it provides a class with syllabus information. The learner blog is run by an individual student or group of students and usually use for reading and writing classes. The learner blog can create by the learner to express his personality. Students can develop their writing skills through expressing their daily routine. They are writes and puts in their mind that their writing can be read by their classmates or friends. The class blogs it is the

³⁷ Holtz in Amal Alsubaie, "The Effect of Using Blogs to Enhance The Writing Skill of Language Learners at a Saudi University". Global Journal of Educational Studies. Vol. 4. No. 1 (2018), p.17.

³⁸ *Ibid.*

result of the entire class. All students can participate in publishing the blog. Students could post their comments about common themes in class relate to home assignments or inquiry about quizzes.

E. Feature of Web Blog

Web blog gives students a chance to express their ideas to be exploring into writing because web blog gives students motivation in developing their skills. Many web blogs are commenting or news on a particular subject like, others serve as a more personal online diary. A typical web blog usually combines text, images, and links to other web blogs, web pages, and other media related to the topic.

Paquet reshapes the characteristics of blogs into the following five items such as Easy and free function, Personal editorship, Public access to the content, Archival features and Hyperlinked post structure (RSS).³⁹ In addition to the mention characteristics of blogs, the spread of technology and the speed of internet access lead to including blogs in language teaching. Some features can use to support the teaching and learning process.⁴⁰ The part of web blog as follows:

a. Web blog post

³⁹ Paquet in Said Fathy El Said Abdul Fattah, "The Effectiveness of Using Blogs as an Independent Tool to Develop Reading Skills for University Students". *Journal of Education an Practice*, Vol.7. No.32 (2016), p.67.

⁴⁰ Ali Zaki in Akhid Lutfian, "Improving Students' Writing Skill Through English Web Blog Among Year X Student of SMA Negeri 7 Purworejo In The Academic Year of 2010/2011". p.15.

Everyone can share everything such as story, news, video, picture, link, etc. to all friends.

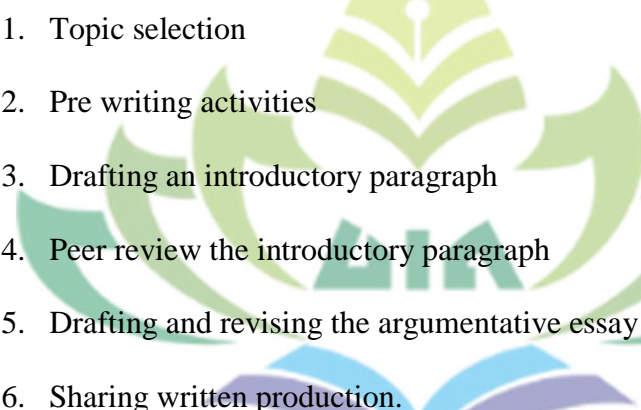
b. Web blog comment

The teachers can use it to make many kinds of comments from the material and ask the students to make comment.

c. Subscription

This part provides entry subscribers by giving notifications if there is something new. RSS gives up to date news for the people.

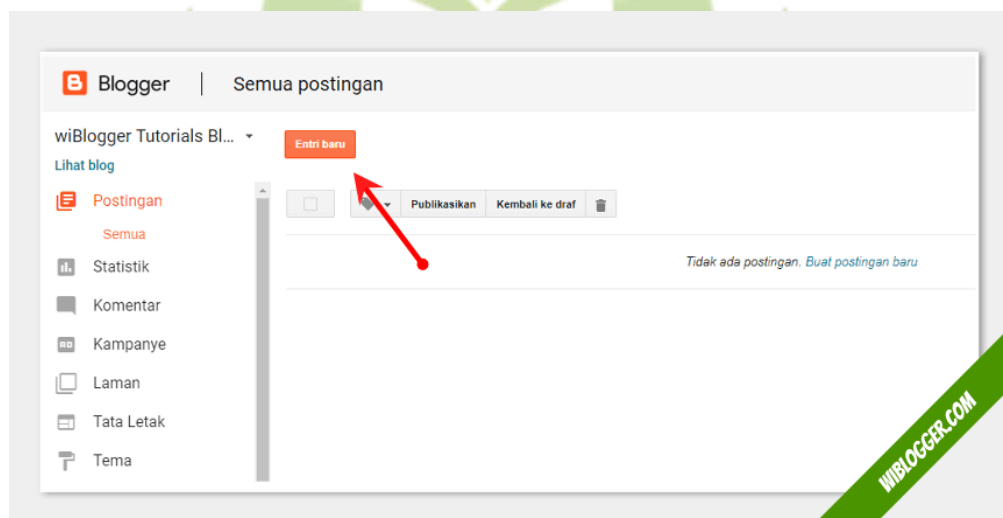
The first writing task uses a class blog through the steps are:

1. Topic selection
 2. Pre writing activities
 3. Drafting an introductory paragraph
 4. Peer review the introductory paragraph
 5. Drafting and revising the argumentative essay
 6. Sharing written production.
- 

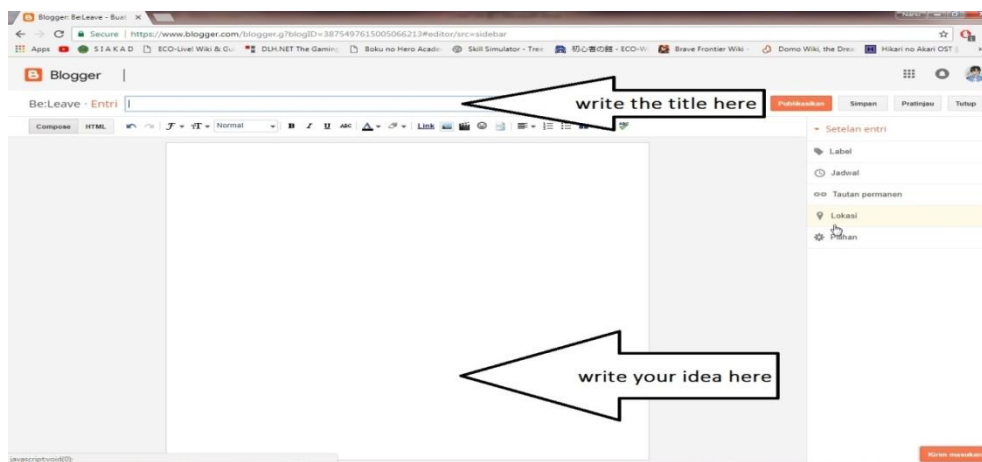
Based on the explanation above Web blog is one of the applications of computer network technology, usually defend by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. There are some terms in web blog such as blogger, blogging and blog spot. Blogger is the blog owner or who owns and manages the blog. Blogger also means Google free blog platform, which is www.blogger.com with sub domain blogspot.com. Blogging is a web blog activity, which is to create and populate

blogs with writings, images, multimedia content. Blogging in Indonesian language is commonly called nge-blog. Blog spot is sub domain of blog addresses on blogger platform. If opened in Indonesian the address become blogspot.co.id. In Hongkong the address becomes blogspot.hk. In learning activity blogging can be a media it can help students to express their idea because web blog offer opportunities for students to develop their communication skills through writing in web blog. So, to write the step needed for the sake of weblogs in step, starting from the selection of the topic up on sharing the production. If the students do not have a weblog then it is recommended to create the weblog. The picture below is the example of web blog:

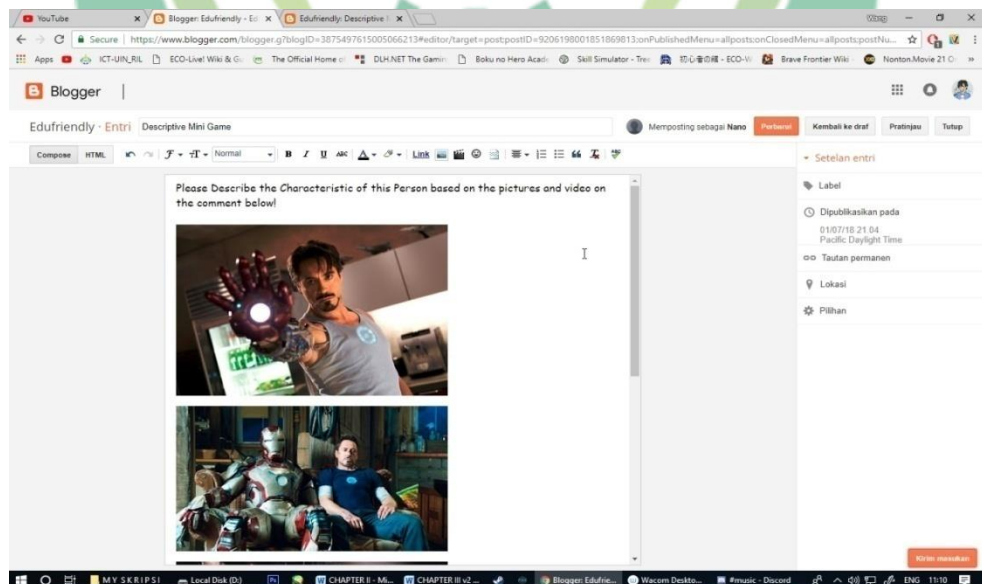
Example of submit web blog content



Example of submit web blog content 1



Example of submit web blog content 2



F. Advantages and Disadvantages of Web Blog

a. Advantages of using Web Blog

1. Publishable, it is easy and cheap to post materials, and also able to access in everywhere.
2. With the availability of blog apps, blogging has become very simple and accessible to our students. They can blog from anywhere about anything whenever they are in the mood to reflect. They are not tied down to a desk and feel more than free using this writing media.
3. Blogging gives students an opportunity to become publish authors and showcase their writing skills. In addition, blogs give students the ability to improve communication and collaboration through the commenting feature. Peer review and feedback become an invaluable part of the writing process. Students from other parts of the world can also comment and provide a new cultural perspective to our own students' thoughts and opinions. Students' writing skills are vastly improving through the blogging process since they have to work harder to hold the readers' attention. To do that, every word, phrase, sentence, and even punctuation mark must add something to the posting.
4. Provide a collaborative learning environment and promote communication skills in some aspects. Blogs create a common goal of participation and help learners develop social skills about group consensus and compromise. Students are encourage to being authors and develop communication skills, especially in writing and reading,

while class activities take place in virtual setting rather than traditional classroom.⁴¹

According to Jati that teaching writing using web blog give advantages for instructor and students, these are:⁴²

1. All students writing samples are kept in one place and can be read from any computer connecting to the Internet at any time.
2. It is more to edit class material if the textbook can amend or if something new needs to be appending.
3. All of the teacher's notes will be seen together in chronological order. This is convenient when preparing a lesson that builds upon previous material taught in the course of study.
4. Students' have access to your complete notes on the internet. Pupils accept the choice of previewing the class material before class and reviewing the material after class.
5. Instructors can give collective feedback to the class when a recurring mistake is found by adding entries to a "Writing Feedback" class blog. Additionally, individual feedback can apply to individual students' blog.
6. Pupils can read the comments for the stratum as a whole and comments address at them separately. This maximizes feedback and contact with the teacher.

⁴¹Muhammad Adrian in Akhid Lutfian, "*Improving Students Writing Skill Through Web Blog*", Yogyakarta University State, 2011, p.16

⁴²Jati in Amri Tanduklangi, "Using Web Blog to Teach Personal Recount Text". International Journal of Science and Research, No.8, Vol. 4 (2013), p.1366.

7. Students can observe how their writing has change over time.
8. The class material is organized into a section, students can easily find information.

b. Disadvantages of using Web Blog

1. Poor content, Poorly writes content can reflect badly on your brand. Put some thought into what you blog about and ensure your work has been edit and review.
2. Inconsistent posts, if you decide to blog, make sure you do it consistently. Imagine how it would look to people visiting your site and your blog is over a year old.
3. It takes time, you need to give some thought and plan out what you are going to blog about. The good news though is that the more you do it, the easier it will become.
4. Risk having no one see your content, good quality content is key, you need to drive traffic to your site so people know there is a blog to read. If you're active on social media you may share it there but again, you're limit by how many followers you have.⁴³

⁴³ Conscious media publishing, Advantages and Disadvantages Web Blog, available at <https://www.klusster.com/portfolios/conscious-media-publishing/contents/2254>. Accessed on (September 26, 2019).

G. Concept of Guided Writing

a. Definition of Guided Writing

Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.⁴⁴ Based on the theory above Guided writing is activities help students learn to write by providing them with a partially complete draft or some other form of assistance. In addition, Dunigan states that guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing.⁴⁵ Seeing some explanations above through guided writing, students are supporting during the different stages of the writing process. Guided writing is an essential tool in a balance writing curriculum, providing an additional support step towards independent writing. It means that guided writing help students to improve their writing and to work with increasing independence. From the three definitions mention above the writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing, students are supporting during the different stages of the writing process. The writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing students are supporting during the different stages of the writing process.

⁴⁴ Tyner B. *Beginning reading instruction and the small-group differentiated reading model*. In *Small-Group Reading Instruction* (pp. 1–16). (Newark, DE: International Reading Association, 2004).

⁴⁵ Jima Dunigan, *Classroom Authoring Guided Writing* (Teachers Created Resources, 2008), p.13.

b. Teaching Procedures of Guided Writing

Dunigan states several steps of guided writing activity:

1. Planning, the students identify, collect and organize the ideas.
2. Writing, the students write in accordance with the subject matter or content specified.
3. Editing, the students edit their writing before the next step.
4. Publishing, the students polish their writing project with assistance as a need to compose a final draft. In this part, the students can use a web blog as a media to save their draft and release writers more readers.⁴⁶

From that explanation, it can be concluded that guided writing can use as a conductor to use media for the learning process in the classroom. The steps of guided writing can combination with the using web blog to support process teaching learning writing.

c. Teaching Procedures of Web Blog by Using Guided Writing

The process of writing consists of four steps, such as planning, drafting, editing (reflecting and revising), and final version.⁴⁷ The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detail notes, jotting words down, or simply planning in the head. The second step is drafting. In this step, a writer writes what he/she has been planning before. This writing is call the first draft because it is not

⁴⁶ *Ibid.*

⁴⁷ J. Harmer, *Op.cit*, p.113

finish yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the grammatical errors, disorganize orders, etc. of the writing. The last step of the writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft.

The followings are the steps to teach writing using Guided Writing via Web blog that can describe into pre-teaching, whilst teaching, and post-teaching activities.⁴⁸

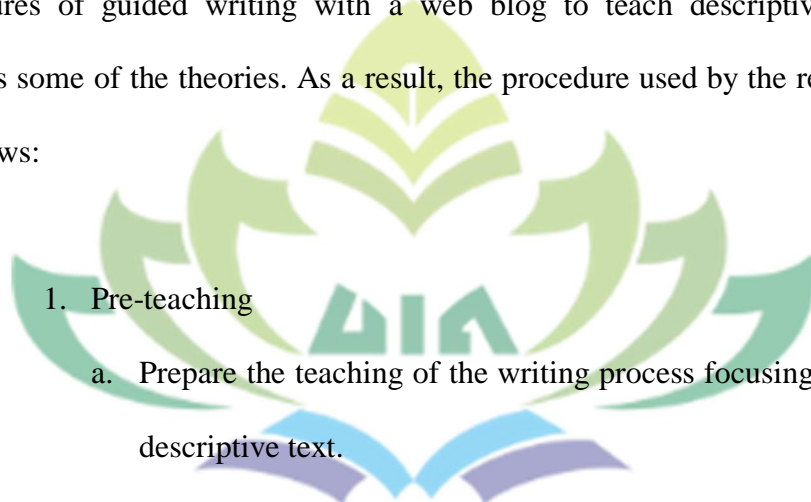
1. Pre-teaching
 - a. Prepare the teaching of writing process focusing on expression of self-introduction.
 - b. The students planning in their writing, the students identify, collect and organize the ideas.
2. Whilst teaching
 - a. Packaging, the teacher guides the students in a write along as they follow the plan to write their first draft.
 - b. Popping, using the establishing rubric, the teacher and individual student conference on a paragraph. Popping ideas and words in, out, or around.
 - c. Ask the students to make an outline for their text.
 - d. Monitoring the students writing should be done optimally by giving attention to language features.
3. Post-teaching
 - a. Publishing, the students polish their writing project with assistance as a need to compose a final draft.
 - b. The next step is to peer-reviewing the content by using classmates comments.
 - c. After giving comments, the students edit their grammatical errors.
 - d. Publishing, the students sharing their complete work.

⁴⁸ Akhid Lutfian, "Improving Students' Writing Skill Through English Web Blog Among Year X Student of SMA Negeri 7 Purworejo In The Academic Year of 2010/2011". p.21.

Besides that according to Christopher Pappas use of web blog in the classroom capable⁴⁹ using the steps:

1. Make sure that all students have e-mail accounts, which are need to set up accounts with blogging sites.
2. Review [Common Blog Features](#) and some example blogs with students.
3. The teacher already prepares the materials of writing in the writer own blog.
4. For the pre-test students using the comment section for write base on materials that provide in teachers' blog.
5. For the post-test students must have their blog to publish their writing.
6. The teachers check students' writing on a web blog.
7. Then the teachers give the feedback by using a comment section for correct students' writing.

Based on the consideration of time, the researcher modifies the teaching procedures of guided writing with a web blog to teach descriptive text that explains some of the theories. As a result, the procedure used by the researcher is as follows:



1. Pre-teaching
 - a. Prepare the teaching of the writing process focusing on writing descriptive text.
 - b. The teacher discusses descriptive text with the students.
 - c. The students planning in their writing, the students identify, collect and organize the ideas.
2. Whilst-teaching
 - a. The teacher asks the students about their web blog
 - b. The teacher gives the example of descriptive text especially describe about self.

⁴⁹ Christopher Pappas, "How to Use Blogs in the Classroom" (On-line), tersedia di: <https://elearningindustry.com/> (26 September 2019)

- c. The teacher asks students to identify the language features of the text.
 - d. The teacher opens the web blog and explaining part of the web blog.
 - e. The teacher gives an example of how to make descriptive text using web blog.
 - f. The teacher gives an assignment to the students to make a descriptive text.
 - g. The students edit their writing before publishing and evaluation.
3. Post-teaching
- a. The students publishing their complete work.
 - b. The teacher gives a conclusion about the material that learning.

Based on the explanation above, the researcher can conclude that some procedures can follow by the teachers when they are going to teach descriptive text by using a web blog. Those procedures can help the teachers teach easily.

H. Frame of Thinking

In the learning English, there are four basic skills that should be master by the students of foreign language learner namely listening, speaking, reading and writing. Media is needed by the teacher in teaching learning process because media increase students' interest in learning. Media can use to convey properly the subject matter of the teacher to the students. The use of Web Blog as a media

is one of the ways which can be use the teacher in order to increase students' writing ability in descriptive text. Students will be respectfully motivation because there is a media in the learning process from the teacher.

From the Web Blog students can share their opinions or experiences through writing. Students can also make a web blog as a media to learn to write a text. It also will be make the students enjoy their learning process. Web blog is a beneficial to teaching writing for the students and help students to express their idea with their own experience and the researcher hopes that the students will improve and increase their creativity in learning English especially in writing descriptive text. The use of Web Blog will apply on writing, especially for the tenth grade of SMA AL KAUTSAR Bandar Lampung.

I. Hypothesis

The hypothesis of the research as follows:

Ha. There is influence of using web blog towards students' writing ability in descriptive text.

Ho. There is no influence of using web blog towards students' writing ability in descriptive text.

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